



## **“Gutta cavat lapidem” – Dripping water hollows out stone**

**Natasa Fizel (editor):**

**Gutta cavat lapidem.**

(Student conducted studies on the history of education)

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Education historian Natasa Fizel's volume of University of Szeged students' studies written on the history of education introduces the reader to the world of micro-research. The authors of most of the studies are students from the Department of Applied Pedagogy of the University of Szeged, Gyula Juhász Faculty of Education, and are members of the Áron Kiss History of Education Talent-workshop led by assistant lecturer Natasa Fizel, majoring in socio-education, including one who is a history major from the Faculty of Humanities. The young researchers, with the guidance of their instructor and mentor, set out with great faith and enthusiasm to analyse sources, search for the unique, present the generalizable conclusions, thus mastering the ins and outs of academic research and publication. The young authors' work was also introduced at a reading held by the History of Education Workshop of the Hungarian Academy of Sciences' Szeged Commission on March 24, 2016 with high attendance.

The talent fostering workshop, which expanded from the university courses and its first product, the publication of the students' work symbolize the most noble of university education and research traditions, found supporters among the members of the historian and education history community in Szeged, who supported the young peoples' work with reviews and opinions. Due to this and the professional editorial work, the students' published studies are uncharacteristically mature in both content and form. This diligent (joint) effort is referenced by the very apt Latin title “*Gutta cavat lapidem*”, that is, dripping water hollows out stone.

The mosaic-like themes can be arranged onto a train of logic from regional research to comprehensive subject matters and to international perspectives.

**Nikolett Kiss** – socio-education major, presents Waldorf pedagogy and the Újszeged Kerti Iskola (Garden School) methods along the instructional and educational concepts and practices of Erzsébet Dolch, head of the Kerti Iskola, whose child-centric methods have had large impact on her little students and who represents one of the important values of Hungarian progressive education.

**Éva Dóra Szabó** – socio-education major, analyses the ideas of Dezső Hildebrand Várkonyi, a noted professor of the interwar period, published in the periodical “*Cselekvés iskolája*” (The School of Action) of the Primary School Teachers’ College of Szeged. The study gives a very valuable cross section of the pedagogical–psychological efforts of an interesting and dynamic era.

The subjects of the following studies go beyond the Délvidék (Southern Region):

**Ágnes Rák** – socio-education major, examines the curricula of provincial Hungarian universities in the 1930s. Namely, those of the Royal Hungarian Ferenc József (Francis Joseph) University of Szeged’s first semester of the 1936/37 academic year, the Royal Hungarian István Tisza University of Debrecen’s first semester of the 1936/37 academic year, and the Royal Hungarian Erzsébet University of Pécs’s first semester of the 1931/32 academic year. During the course of her research, she compared the three universities’ teaching processes, she reconstructed class schedules and drew conclusions about the operation of the universities.

**Ildikó Takács** – socio-education major, gives us insight into a small section of research on university history, the specifics of bilingual training operating within public education. In her paper she examines the general tendencies of bilingual education along with presenting a concrete example, the Gyöngyös township school’s bilingual educational program.

**János Farkas Vincze** – history major examines the 1918–19 Spanish flu epidemic’s effects on public education in Hungary at that time. The multi-perspective study based on the analysis of a wealth of sources also gives us insight into how the public administration and educational system of Jász-Nagykun-Szolnok County operated.

**Mariann Nagy and Enikő Pákozdi** – socio-education majors, present the educational practices of Islam as a complex system based on the analysis of secondary sources. The starting point for their work is orientalist but they move on to the aspects of Islam’s cultural and educational history.

Thus, one may conclude that the Délvidék (Southern Region) Research Centre has supported a noble cause by publishing the volume, recognizing the intellectual potential in these studies which can serve research in the future.

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